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ABSTRACT

An overview is provided of the decisions, activities, and processes that resulted in Yosemite Community College District's (YCCD's) current method for conducting an assessment of the District's total operation. The account begins with the first informal and formal efforts to gather as much information as was available concerning evaluation, assessment, planning and information systems, and the establishment of a steering committee to determine the most appropriate structure and direction for a committee to develop procedures and instruments to conduct an assessment of YCCD's operations. Next, the three phases of the steering committee's activities are described: (1) to identify and inventory existing instructional programs and services districtwide; (2) to develop an approach to assessing districtwide "what should be," utilizing a procedure which will result in the maximum input possible through a self-study process; and (3) to institutionalize the procedure through the existing administrative structure by tying the self-assessment planning process to the budget. Finally, the principles guiding the effort and the factors contributing to its success are outlined. Appendices provide sample data summaries illustrating the kinds of information available from the YCCD information system. (AYC)

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Measurement
Planning
Improvement

DISTRICT ASSESSMENT

YOSEMITE COMMUNITY COLLEGE DISTRICT

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PLANNING TO PLAN

THE PROCESS TO DEVELOP THE PROCESS

(A CHRONOLOGY OF ONE DISTRICT'S EXPERIENCE)

IC 850 419

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YOSEMITE COMMUNITY COLLEGE DISTRICT
DISTRICT ASSESSMENT

Planning to Plan - The Process to Develop the Process

(A CHRONOLOGY OF ONE DISTRICT'S EXPERIENCE)

The shock and stress caused by the efforts to cope with the aftermath of the passage of Proposition 13 caused the pledge to be made: "never again!" Never again should we allow ourselves to be caught without data and information and a systematic process by which to make decisions during times of turmoil or change.

With this perspective in mind a very slow, yet deliberate, process was set in motion. Some general, very informal conversations were held among cabinet and college administrative personnel resulting in the gathering of as much information as was available concerning evaluation, assessment, planning and information systems. The first specific decision was made when the District Superintendent asked the Director of Resource Development to set up to act as a repository for all the information currently within various hands and to begin gathering additional information.

General discussions continued throughout the Spring and Summer of 1980, culminating in the Fall with the appointment of a steering committee:

> *"To determine the most appropriate structure and direction for a broadly based district-wide committee(s) whose task will be to develop procedures and instruments to conduct an assessment of the District's total operation."*

Composition: District Superintendent, Chairperson
*Members - Director of Resource Development
2 Division Chairpersons
1 Financial Aid Officer
1 Dean of Instruction

*Chosen because of their creative ability and leadership, as much as by official position.

As the steering committee reviewed the task, it occurred to the members that they could divide the process into three phases.

Phase 1 - What is

Phase 2 - What should be

Phase 3 - How to get from 1 to 2--if there is a difference

Note: Up to this time the term "program evaluation" had generally been used. In response to feelings of negativism evoked by "evaluation" and the miscommunication caused by "program" since not only instruction but rather all aspects of the total district operation were going to be looked at--the decision was made through general consensus to use the term "District Assessment" to describe the program.

The steering committee set Phase 1 in motion by requesting the college presidents, the faculty senates and the California School Employees Association local chapter to appoint representatives to serve on the Phase 1 "What is" committee. As a result, a committee was formed with the following composition:

Chairperson: Director of Resource Development
Resource Person: Administrative Assistant to the Superintendent
Members: 1 Division Chairperson
3 Faculty Representatives
1 Dean of Instruction
3 Representatives of the Classified Staff

The charge to the Phase 1 committee was:

"To identify and inventory existing instructional programs and services district-wide."

The Phase 1 committee moved very slowly, making certain consensus was achieved and that all the various constituencies were supportive of the process chosen. It was ultimately decided to develop and implement an ongoing information system capable of generating the necessary information to support an atlas type document which would display in graphic form most of the information required by any decision makers within the District. A committee member was hired on a part-time basis to work through the summer and into the 1981-82 year to finish developing and implementing this information system.

In the Spring of 1981, the steering committee determined that it was time to begin working on the second or "What should be" phase. Toward that end it organized a committee with representatives as follows:

Chairperson: Director of Resource Development
Resource Person: Administrative Assistant to the Superintendent
Members: 3 Faculty - Counselor, Astronomy Instructor, Business Instructor
3 Management - Director of Resource Development, Confidential Secretary, Division Chairperson
3 Support - Maintenance Worker, Technician, Receiving Clerk
2 Students

The charge to the committee was:

"To develop an approach to assessing District-wide 'What should be' utilizing a procedure which will result in the maximum input possible through a self-study process."

Beginning in the fall of 1981, the Phase 2 Committee worked through to the fall of 1982 in reaching consensus on a self-study planning process. Various models and approaches were considered. The process chosen, and for which guidelines have been developed by the committee, provides for self-study at the unit (department or division) level and at the college/central services level ultimately combined into a district-wide plan and budget.

At the unit level the planning process calls for identification of clientele, identification of clientele needs, identification of unit needs, review of unit function and unit goals as related to needs and overall college mission and goals, development of the activities necessary to reach unit goals and the allocation of resources including the preparation of the unit budget.

At the college level the unit plans are combined through negotiation and adjustment into a total college plan and budget. A similar process among the colleges and central services will arrive at the overall district plan and budget.

As work progressed on Phase 2 it became obvious to the committee that, in order to effectively conduct a study of what should be and assure a response to it, a means for implementation should be included. As a result, it was determined to tie the assessment self-study planning process to the budget and thus to institutionalize the whole procedure utilizing the existing administrative structure. By this approach a third or "How to get from one to two" phase was incorporated into the process through the use of the existing committees and a third phase committee was not formed.

The District Assessment Process is now (spring 1983) operational. The data summaries and annual assessment atlas are being generated by the assessment information system. The annual work plan and budget for each unit is being prepared and utilized in preparing the college and central services budgets and overall district plan and budget.

Throughout, this effort has been directed by these guiding principles:

1) The process is more important than the product.
2) Movement will not be made without consensus.
3) Everyone's opinion is important.
4) There are no experts.

In addition, certain other factors have made a definite contribution to the success of the effort.

1) Firm commitment from the top - Board and Superintendent
   a) Established as high priority "it will be done and it will be done right".
2) Adequate incubation time
   a) No pressure of time lines--only to keep working--to take whatever time it requires to get it right.
3) No preconceived designs for the final outcome
4) Involvement - An open process with all staff, certificated and classified, management, administration and the Board of Trustees provided an opportunity for input and involvement
   a) Cross-sectional developmental committees of certificated and classified employees.
5) Availability of support services
   a) Computer services
   b) Fiscal assistance
   c) Clerical help
6) All necessary resources made readily available for committee use
7) Assessment to be applied to everyone/every level/every unit--not just instructional programs

SAMPLE DATA SUMMARIES

This reproduction of the D0014.01 Report illustrates the kind of summary information available from the Yosemite Community College District information system.

DISTRICT ASSESSMENT
FISCAL YEAR - 81-82

TOTAL - MJC

1) STAFF

*** INSTRUCTIONAL STAFF ***

CLASSIFICATION		INDIVIDUALS	TOTAL PAYROLL FTE	TOTAL SERVICE FTE	MALE PAYROLL FTE	MALE SERVICE FTE	FEMALE PAYROLL FTE	FEMALE SERVICE FTE	% OF FTE TOTAL	ANN A WSC
GENERAL PURPOSE - COLLEGE CONTROL										
CERT PT/RE		221	44.93	44.233	23.82	23.822	21.11	21.111	17.37	24,307.05
1-2 YR CON	FACULTY	14	13.97	15.429	9.97	12.338	4.00	3.091	5.76	6,233.93
CERT REG	EX/ADM/MGT	10	7.20	2.168	6.20	1.863	1.00	.305	.84	692.68
CLASS REG	EX/ADM/MGT	2	2.00	.330	2.00	.330		.000	.13	119.47
CERT REG	FACULTY	167	171.79	161.410	126.86	119.548	44.93	41.862	62.40	71,109.35
CLASS REG	FACULTY	5	5.00	7.354	5.00	7.354		.000	2.64	3,298.91
CERT REG	PROF NON-FAC	17	13.59	4.673	10.51	2.544	3.08	2.129	1.81	1,869.19
CLASS REG	TECH PARAPROF	2	1.50	.357	1.50	.357		.000	.14	105.00
CLASS REG	CLERICAL/SEC	1	1.00	.006		.000	1.00	.006		5.87
CLASS REG	SKILLED CRAFTS	1		.152		.152		.000	.06	79.50
CERT SAB	PROF NON-FAC	1	1.00	.254		.000	1.00	.254	.10	185.00
CERT TEMP		1		.044		.000		.044	.02	8.82
CERT TEMP	FACULTY	14	11.00	9.612	3.00	2.321	8.00	7.291	.72	4,315.88
CERT TEMP	PROF NON-FAC	4	1.00	1.181		.000	1.00	1.181	.46	382.40
CLASS TEMP	TECH PARAPROF	2		.140		.087		.053	.05	51.93
*TOTAL		462	273.98	248.043	188.86	170.716	85.12	77.327	95.90	112,787.98
SPECIAL PROGRAMS - COLLEGE CONTROL										
CERT PTZRW		6	2.12	2.131	.48	.482	1.64	1.649	.82	1,518.38
CL PT/TEMP		1		.729		.000		.729	.28	366.58
1-2 YR CON	FACULTY	1	1.00	.608	1.00	.000		.608	.24	583.50
CERT REG	PX/ADM/MGT		.75	.000	.75	.000		.000		
CERT REG	FACULTY	1		1.388		1.388		.000	.54	280.17
CERT REG	PROF NON-FAC		3.18	.000	.58	.000	2.60	.000		
CERT TEMP			1.00	.000		.000	1.00	.000		
CERT TEMP	FACULTY	7	5.82	5.699	2.00	1.280	3.82	4.419	2.20	2,302.68
CERT TEMP	PROF NON-FAC		1.00	.000		.000	1.00	.000		
CLASS TEMP	TECH PARAPROF		2.00	.000	1.00	.000	1.00	.000		
*TOTAL		16	16.87	10.555	5.81	3.150	11.06	7.405	4.68	5,051.31

PROGRAM--
D0291 DETAIL IS IN D0291.02 (CC), D0291.03 (MJC), D0291.04 (YCCD)
D0015.01 (CC), D0015.02 (MJC), D0015.03 (YCCD)

*** NON-INSTRUCTIONAL STAFF ***

CLASSIFICATION		INDIVIDUALS	TOTAL PAYROLL FTE	MALE PAYROLL FTE	FEMALE PAYROLL FTE
MJC GENERAL PURPOSE-COLLEGE CONTROL					
CL PT/TEMP		141	26.365	4.218	22.147
CL PT/TEMP	CLERICAL/SEC	1	.036		.036
CL PT/TEMP	STUDENTS	205	17.399	7.579	9.820
1-2 YR CON	PROF NON-FAC	1	1.000		1.000
1-2 YR CON	CLERICAL/SEC	1	1.000		1.000
CLASS REG		1	.036		.036
CERT REG	EX/ADM/MGT	16	15.500	12.500	3.000
CLASS REG	EX/ADM/MGT	1	1.000	1.000	
CERT REG	FACULTY	7	7.000	4.000	3.000
CLASS REG	FACULTY	1	1.000	1.000	
CERT REG	PROF NON-FAC	4	4.000		4.000
CLASS REG	TECH PARAPROF	38	34.423	18.350	16.073
CLASS REG	CLERICAL/SEC	88	82.934	1.023	81.911
CLASS REG	SKILLED CRAFTS	5	5.002	4.002	1.000
CLASS REG	SERVICE/MAINT	8	7.340	4.000	3.340
CERT SAB	FACULTY	6	6.000	5.000	1.000
CERT TEMP	FACULTY	1	1.000	1.000	
CLASS TEMP	CLERICAL/SEC	5	1.529		1.529
CERT PT/RW	FACULTY	1	1.000		1.000
CL PT/TEMP	CLERICAL/SEC	1	1.000		1.000
*** TOTAL		532	214.564	63.672	150.892

MJC GENERAL PURPOSE-DISTRICT CONTROL				
CL PT/TEMP	8	1.048	1.025	.023
CL PT/TEMP SERVICE/MAINT	1	.269	.269	
CL PT/TEMP STUDENTS	24	4.103	3.182	.921
CLASS REG TECH PARAPROF	2	2.000	2.000	
CLASS REG CLERICAL/SEC	1	1.000		1.000
CLASS REG SERVICE/MAINT	61	61.495	59.495	2.000
CLASS TEMP TECH PARAPROF	3	3.000	3.000	
CLASS TEMP CLERICAL/SEC	1	1.000		1.000
*** TOTAL	101	73.915	68.971	4.944
MJC SPECIAL PROGRAMS-COLLEGE CONTROL				
CL PT/TEMP	57	8.158	3.480	4.678
CL PT/TEMP TECH PARAPROF		.139		.139
CL PT/TEMP STUDENTS	524	48.786	25.624	23.162
CERT REG EX/ADM/MGT	1	.910	.910	
CLASS REG EX/ADM/MGT	2	1.750	1.750	
CLASS REG TECH PARAPROF	2	1.190	1.000	.190
CLASS REG CLERICAL/SEC	5	3.590		3.590
CLASS REG SKILLED CRAFTS	1	.500	.500	
CLASS REG SERVICE/MAINT	4	3.410	1.410	2.000
CLASS REG STUDENTS	1	.224	.224	
MJC SPECIAL PROGRAMS-COLLEGE CONTROL				
CERT TEMP FACULTY	1	1.000		1.000
CLASS TEMP TECH PARAPROF	2	1.050	1.000	.050
CLASS TEMP CLERICAL/SEC	7	5.347		5.347
CLASS TEMP SERVICE/MAINT	1	.119		.119
*** TOTAL	609	76.173	35.898	40.275
*** MJC TOTAL	1,242	364.652	168.541	196.11

PROGRAM--
D0016 DETAIL IS IN D0016.01 (CC), D0016.02 (MJC), D0016.03 (YCCD)
D0017.01 (CC), D0017.02 (MJC), D0017.03 (YCCD)

2) FINANCIAL

	APPROPRIATION	EXPENSES
MJC GENERAL PURPOSE-COLLEGE CONTROL		
CERTIFICATED SALARIES	9,274,810.00	9,331,883.25
CLASSIFIED SALARIES	1,910,561.00	1,876,354.17
EMPLOYEE HEALTH AND WELFARE BENEFITS		1,872,508.54
BOOKS, SUPPLIES AND EQUIPMENT REPLACEMENTS	386,656.48	273,280.09
OTHER OPERATING EXPENSES AND SERVICES	565,416.52	641,513.16
CAPITAL OUTLAY	115,163.00	174,602.10
OTHER OUTGO	4,185.00	39,679.00CR
SECTION TOTAL	12,256,792.00	14,130,462.31
MJC GENERAL PURPOSE-DISTRICT CONTROL		
CERTIFICATED SALARIES	6,172.00	6,172.00
CLASSIFIED SALARIES	901,617.00	941,811.35
EMPLOYEE HEALTH AND WELFARE BENEFITS		306,543.95
BOOKS, SUPPLIES AND EQUIPMENT REPLACEMENTS	190,780.00	169,046.22
OTHER OPERATING EXPENSES AND SERVICES	600,321.00	502,661.24
CAPITAL OUTLAY	28,302.00	135,958.99
SECTION TOTAL	1,727,192.00	2,062,193.75
MJC SPECIAL PROGRAMS-COLLEGE CONTROL		
CERTIFICATED SALARIES	592,277.01	573,179.04
CLASSIFIED SALARIES	746,363.11	696,473.65
EMPLOYEE HEALTH AND WELFARE BENEFITS		159,244.54
BOOKS, SUPPLIES AND EQUIPMENT REPLACEMENTS	108,560.30	369,736.34
OTHER OPERATING EXPENSES AND SERVICES	330,785.45	202,450.21
CAPITAL OUTLAY	100,917.85	87,319.68
OTHER OUTGO	683,152.00	872,539.49
SECTION TOTAL	2,562,055.72	2,900,942.95
MJC SPECIAL PROGRAMS-DISTRICT CONTROL		
OTHER OPERATING EXPENSES AND SERVICES		72.48
OTHER OUTGO		2,156.35
SECTION TOTAL		2,228.83
MJC TOTAL	16,546,039.72	19,095,827.84

PROGRAM--
D0010.01 (CC), D0010.02 (MJC), D0010.03 (YCCD)

APPORTN. ADA	OTHER ADA
8,086.7411	423.5593

% OF TOTAL COLLEGE	
100.00%	100.00%

	GENERAL PURPOSE COLLEGE CONTROL	OVERALL TOTAL
TOTAL COST	$14,130,462.31	$19,095,827.84
AVERAGE COST PER UNIT OF APPORTN. ADA	$1,747.36	$2,361.37
AVERAGE COST PER UNIT OF TOTAL ADA	$1,660.40	$2,243.85

PROGRAM--D0266.09

3) SERVICES

	SECTIONS	U81	F81	S82
TOTAL SECTIONS	3,663			
TOTAL ENROLLMENT	72,400	4,777	34,555	33,068

ENROLLMENT INCLUDES NON-APPORTN. ADA

PROGRAM--D0262.09

	WEEK NUMBER 00	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17
FALL 81	33318	33214	36356	36071	34411	34626	34509	34170	33856	33500	33358	33038	32889	32607	28675	28995	29242	29898
SPRING 82	32679	35207	36297	36019	34724	34804	34490	33983	33483	32841	32500	32232	31358	30246	28689	28876	29093	29393

FULL TERM ENROLLMENT ONLY

PROGRAM--D0263.09

METHOD OF INSTRUCTION-TOTAL SECTIONS	U81	F81	S82
01 =	1	5	5
10 = LEC/DISCUSS/SEMINAR	79	680	649
20 = LAB	3	75	76
30 = LEC-LAB SEPARATED	34	414	389
31 = LEC-LAB COMBINED	101	485	458
40 = WORK EXPERIENCE	5	29	30
51 = TV		3	2
54 = INDEPENDENT STUDY	7	46	46
80 = MIXED METHODS	4	18	19
TOTAL	234	1,755	1,674

PROGRAM--D0265.09

4) FACILITIES

AVAILABLE STATIONS - 136,608
MAX ENROLLMENT - 80,825
END ENROLLMENT - 67,463

PROGRAM--D0280.09 (STATIONS)
D0263.09 (ENROLLMENT)

REPORT TOP	FACILITY <--- TOP	AVAILABLE SQUARE FOOTAGE: OFFICE	STUDY	SPECIAL USE	GENERAL USE	SUPPORT	HEALTH CARE	RESIDENTIAL	NOT DEFINED
MJC		23,448	34,800	8,814	53,371	4,788	830		

PROGRAM--D0284.09

5) STUDENTS

TIME OF DAY	TSCH'S	ENROLLMENT
7:30 AM - 12:00 PM	120,765.7	34,865

5) STUDENTS

TIME OF DAY	TSCH'S	ENROLLMENT
12:00 PM - 4:30 PM	47,430.4	11,881
4:30 PM - 7:00 PM	17,736.5	6,770
7:00 PM - 10:00 PM	26,893.6	11,485
HOURS ARRANGED	4,875.9	1,735
TOTALS	217,702.1	66,736

PROGRAM--D0266.09

	MAX ENROLL	END ENROLL
FULL TERM FALL 81	36356	29898
FULL TERM SPRING 82	36297	29393
SHORT TERM FALL 81	4616	4616
SHORT TERM SPRING 82	3556	3556

PROGRAM--D0263.09

FB1

ALL ENROLLMENT BY AGE AND SEX

AGE	MALE	FEMALE	TOTAL	% OF TOTAL	DAY	EVE
17 AND UNDER	312	292	604	3.42	120	484
18	694	812	1,506	8.53	1,161	345
19	767	814	1,581	8.95	1,272	309
20	604	614	1,218	6.90	942	276
21	406	410	816	4.62	511	305
22	320	326	646	3.66	360	286
23	320	297	617	3.49	318	299
24	315	310	625	3.54	319	306
25 THRU 29	1,378	1,534	2,912	16.49	1,354	1,558
30 THRU 34	994	1,281	2,275	12.88	1,037	1,238
35 THRU 39	590	890	1,480	8.38	621	859
40 THRU 44	350	591	941	5.33	382	559
45 THRU 49	236	417	653	3.70	246	407
50 THRU 54	184	301	485	2.75	134	351
55 THRU 59	143	272	415	2.35	95	320
60 THRU 64	105	224	329	1.86	78	251
65 AND OVER	187	370	557	3.15	124	433
TOTAL	7,905	9,755	17,660	100	9,074	8,586
AVERAGE AGE	28.89	31.54	30.35			

GRADED STUDENTS

TOTAL STUDENT UNIT LOAD	NO. DAY	% OF DAY	NO. EVE	% OF EVE	ALL	% OF ALL	TOP UNIT LOAD NO. OF
0.1 TO 2.9	1,525	17.75	2,886	47.76	4,411	30.14	1,154
3.0 TO 5.9	1,305	15.19	2,301	38.08	3,606	24.64	4,111
6.0 TO 8.9	1,106	12.87	595	9.85	1,701	11.62	3,054
9.0 TO 11.9	939	10.93	201	3.33	1,140	7.79	1,644
12.0 TO 17.9	3,157	36.75	58	.96	3,215	21.97	3,558
18 AND OVER	559	6.51	2	.03	561	3.85	1,113
TOTAL	8,591	100	6,043	100	14,634	100	14,634
TOTAL UNITS	78,509.50		16,161.50		94,671.00		

ETHNIC BREAKDOWN OF ALL STUDENTS

ETHNIC CATEGORY	NO. STUDENTS	% OF STUDENTS
HISPANIC	1,691	9.58
WHITE	12,789	72.42
BLACK	244	1.38
AMERICAN INDIAN	202	1.14
ASIAN OR PACIFIC ISLANDER	746	4.22
ALASKAN NATIVE	9	.05
FILIPINO	78	.44
OTHER	241	1.36
UNKNOWN	1,660	9.40
TOTAL	17,660	100

SA2

ALL ENROLLMENT BY AGE AND SEX

AGE	MALE	FEMALE	TOTAL	% OF TOTAL	DAY	EVE
17 AND UNDER	349	313	662	3.73	124	538
18	539	599	1,138	6.41	717	421
19	719	779	1,498	8.43	1,218	280
20	684	629	1,313	7.39	1,023	290
21	449	423	872	4.91	581	291
22	356	353	709	3.99	431	278
23	335	306	641	3.61	331	310
24	325	291	616	3.47	325	291
25 THRU 29	1,484	1,521	3,005	16.92	1,522	1,483
30 THRU 34	1,000	1,254	2,254	12.69	1,154	1,100
35 THRU 39	611	916	1,527	8.60	694	833
40 THRU 44	396	636	1,032	5.81	441	591
45 THRU 49	248	409	657	3.70	248	409
50 THRU 54	194	313	507	2.85	175	332
55 THRU 59	132	302	434	2.44	171	263
60 THRU 64	117	237	354	1.99	127	227
65 AND OVER	155	391	546	3.07	303	243
TOTAL	8,093	9,672	17,765	100	9,585	8,180
AVERAGE AGE	28.89	32.07	30.62			

GRADED STUDENTS

TOTAL STUDENT UNIT LOAD	NO. DAY	% OF DAY	NO. EVE	% OF EVE	ALL	% OF ALL	TOP UNIT LOAD NO. OF
0.1 TO 2.9	1,574	17.96	2,680	49.59	4,254	30.02	1,075
3.0 TO 5.9	1,475	16.83	2,080	38.49	3,555	25.09	4,117
6.0 TO 8.9	1,181	13.47	490	9.07	1,671	11.79	2,951
9.0 TO 11.9	1,052	12.00	107	1.98	1,159	8.18	1,552
12.0 TO 17.9	2,957	33.74	45	.83	3,002	21.19	3,385
18 AND OVER	526	6.00	2	.04	528	3.73	1,089
TOTAL	8,765	100	5,404	100	14,169	100	14,169
TOTAL UNITS	77,174.50		13,216.00		90,390.50		

ETHNIC BREAKDOWN OF ALL STUDENTS

ETHNIC CATEGORY	NO. STUDENTS	% OF STUDENTS
HISPANIC	2,011	11.32
WHITE	12,774	71.91
BLACK	270	1.52
AMERICAN INDIAN	218	1.23
ASIAN OR PACIFIC ISLANDER	861	4.85
ALASKAN NATIVE	5	.03
FILIPINO	82	.46
OTHER	222	1.25
UNKNOWN	1,322	7.44
TOTAL	17,765	100

ERIC Clearinghouse for Junior Colleges
AUG 30 1985